



# STATE NORMAL SCHOOL WESTFIELD, MASSACHUSETTS



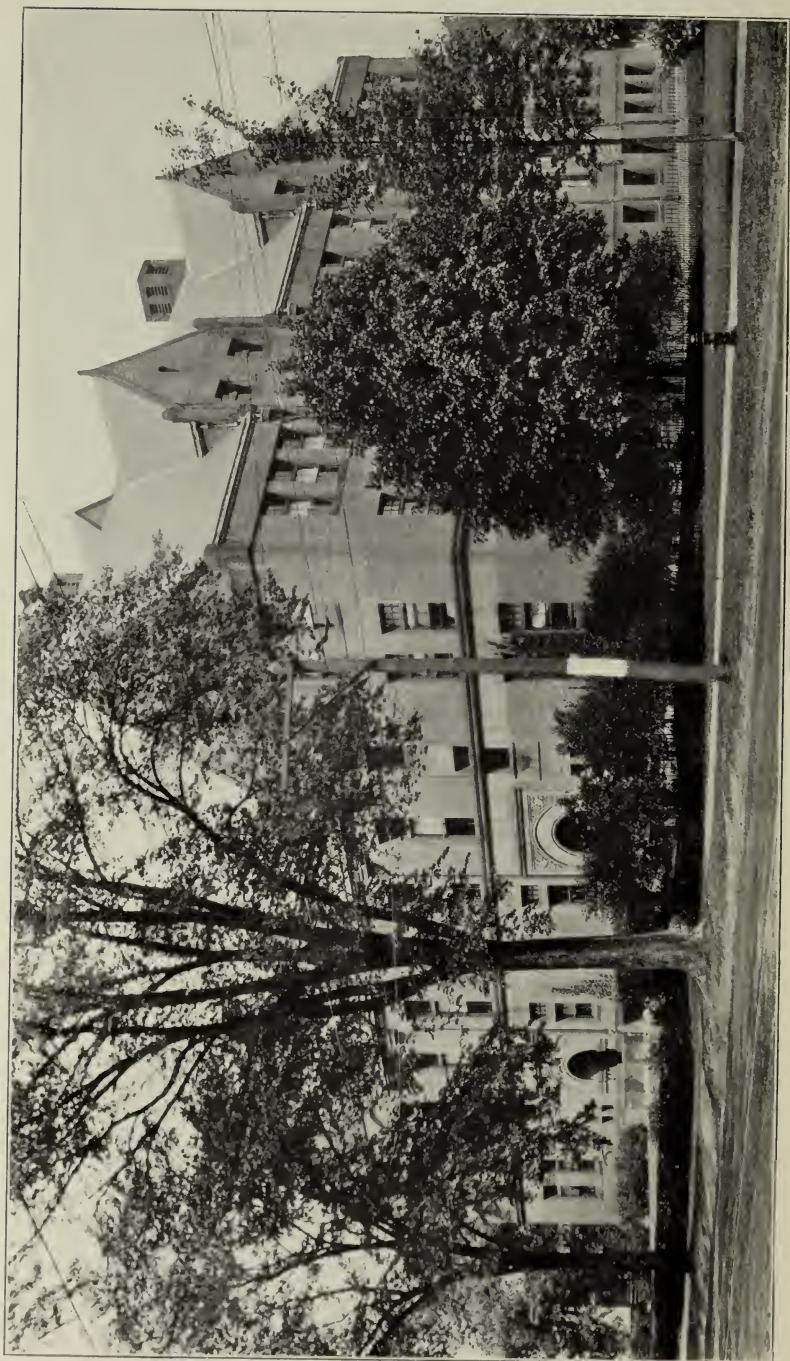
NINETY-SECOND YEAR

1930-1931





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NORMAL SCHOOL

# The Commonwealth of Massachusetts

## DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

FRANK W. WRIGHT, *Director of Division of Elementary and Secondary  
Education and Normal Schools*

### Advisory Board of Education

#### Term Expires

1930	ARTHUR H. LOWE, Fitchburg
1930	WALTER V. McDUFFEE, Central High School, Springfield
1931	A. LINCOLN FILENE, 426 Washington Street, Boston
1931	THOMAS H. SULLIVAN, Slater Building, Worcester
1932	SARAH LOUISE ARNOLD, Lincoln, Mass
1932	MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge

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GEORGE H. VARNEY, *Business Agent*

ARTHUR B. LORD, *Supervisor of Office Organization*

## FACULTY

### Normal School

CHARLES RUSSELL, Ph.D., PRINCIPAL

M. GRACE FICKETT, History of education, literature, psychology

EDWARD R. HAWLEY, Public school music, chorus, music appreciation

THERESA J. LAMMERS, Health education, hygiene, physical education

RAYMOND G. PATTERSON, History, written English

GLADYS F. PRATT, Librarian, Library instruction

\_\_\_\_\_, Assistant, Fine and industrial arts

THOMAS C. SAWYIER, Penmanship

LOUISE E. SNOW, Fine and industrial arts

MARTHA M. TOBEY, Arithmetic, oral and written English

CHARLES B. WILSON, Ph. D., Geography, science

MRS. ALICE W. WINSLOW, Principles of teaching, supervision of observation  
and practice teaching

IDA R. ABRAMS, *Secretary*

MRS. ELIZABETH O. LOKER, *Matron*

### Training School

GEORGE W. WINSLOW, *Principal*

AUGUSTA M. TAPPAN, Sixth grade

ELLA G. WALLACE, Sixth grade

MAY T. GROUT, Fifth grade

EDITH M. ROBBINS, Fifth grade

ELIZA CONVERSE, Fourth grade

FLORENCE V. NICHOLS, Fourth grade

BERTHA A. KURALT, Third grade.

LOUISE P. WADE, Third grade.

FLORENCE P. AXTELL, Second grade

MARJORIE M. WILLIAMS, Second grade

CLARA W. LEYONBORG, First grade

JEANNETTE H. ROSENGREN, First grade

MRS. KATHERINE H. COLE, Kindergarten

VIOLA E. BETTINGER, Mundale Rural School

Elsie E. Carlson, Wyben Rural School



# CALENDAR

1930

- June 5-6 Admission examinations  
13 School closes for summer vacation
- July 1 Assignments made to entering class
- September 8-9 Admission examinations  
10 School opens; incidental fee and first quarterly payment of board due
- October 13 School closes for Columbus Day
- November 7 End of first quarter; Hampden County Teachers' Convention  
10 Beginning of second quarter  
11 Armistice Day  
26 School closes at noon for Thanksgiving recess
- December 1 School reopens following Thanksgiving recess; second quarterly payment of board due  
24 School closes at noon for Christmas vacation

1931

- January 5 School reopens following Christmas vacation  
16 End of first semester  
19 Beginning of second semester
- February 2 Third quarterly payment of board due  
20 School closes at 3 P. M. for winter vacation
- March 2 School reopens following winter vacation  
27 End of third quarter  
30 Beginning of fourth quarter
- April 1 Fourth quarterly payment of board due  
20 School closes for Patriots' Day  
24 School closes for spring vacation
- May 4 School reopens following spring vacation  
23 Triennial alumni reunion
- June 4-5 Admission examinations  
12 Graduation

# STATE NORMAL SCHOOL

WESTFIELD, MASSACHUSETTS

## HISTORICAL SKETCH

The State Normal School at Westfield was first established at Barre, September 4, 1839, under the influence and during the commissionership of Horace Mann. It was transferred to Westfield in 1844 and was the second normal school to be established in America, the first being that at Lexington, July 3, 1839, now the State Normal School at Framingham. The total number of students admitted to the State Normal School at Westfield is 6946. Since 1855, the date of the first graduation, 3865 students have received diplomas upon the completion of the prescribed course of study.

## LOCATION

Westfield is located on the main line of the Boston and Albany Railroad, and on the Northampton division of the New York, New Haven, and Hartford Railroad. Within a radius of a few miles, with motor bus, trolley, and railroad connections, upon which there is good service, are such population centers as Springfield, Holyoke, Chicopee, Northampton, Chester, and Huntington. The school program is so arranged that students who live in these adjoining cities and towns may live at home.

Westfield is a charming city of about twenty thousand population, situated in the foothills of the Berkshires, and has good streets, excellent water supply, and adequate fire protection. It is noted for its beautiful trees and its well kept homes.

## BUILDINGS AND GROUNDS

The main building, the Principal's residence, and Dickinson Hall, the normal school dormitory, are located on the school campus. The main building is excellently situated, with good light and air, and is close to the main streets and trolley connections. It is splendidly equipped for the purpose of educating teachers. It has large classrooms, wide halls, excellent furniture and other equipment, and every appliance which can contribute to the work of the students. In addition it contains the administrative offices of the school, the school library, and a large assembly hall where the students meet daily, while in one part of the building are housed the kindergarten and the first two grades of the training school. Locker space is also provided in this building for students who commute from near by cities and towns.

Dickinson Hall is situated near the main building. It is a three-story brick building with slate roof, and with excellent light and air. It contains accommodations for about seventy-five students, and is well equipped and cared for. In this building are located the matron's apartment, the dining hall, kitchens, laundry and the like, as well as a large and well furnished gymnasium, shower baths, and dressing rooms.

The training school of the normal school is located a short distance from the main campus. It is a public school maintained jointly by the City and State, and purposes to give children a thorough education in the work of the grades as well as to furnish normal school students privileges of observation and practice. It contains eleven rooms, in addition to those in the main building, an assembly hall fitted with stage and draw curtains, and is liberally equipped with modern facilities for carrying on the work for which it is designed.

The campus of the normal school is utilized almost completely for the recreational activities of the students. On it are two tennis courts, a volley ball court, a field-hockey ground, a baseball diamond for indoor type baseball, and numerous other opportunities for outdoor activities.

## GENERAL AIM OF THE SCHOOL

The State Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools, as follows:—

*The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, and teaching the public schools of the Commonwealth.*

To this end the school recognizes the necessity of a firm grounding in the knowledge which is part of the equipment of a teacher, and it therefore encourages accurate and scholarly study on the part of its students. The school also makes every attempt to supply its students with that high purpose and sound idealism which makes for artistic teaching. The school maintains such close relationships with its training school that each graduate has had the fundamental skills of teaching developed to the utmost. Appreciating, moreover, the necessity and desirability of a sympathetic and understanding knowledge of rural school conditions, every student receives some training in a rural school.

## REQUIREMENTS FOR ADMISSION

I. APPLICATION FOR ADMISSION.—Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school and should be filed during the early part of the candidate's senior year.

II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. The principal of the high school last attended is expected to fill out two blanks—one giving the "HIGH SCHOOL RECORD" and the other a "RATING OF PERSONAL CHARACTERISTICS"—and send them to the principal of the normal school.

III. GENERAL QUALIFICATIONS.—Every candidate for admission as a regular student must meet the following requirements;

1. *Health*.—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

2. *High School Graduation*.—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work*.—The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics*.—The 'RATING OF PERSONAL CHARACTERISTICS' and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

### IV. SCHOLARSHIP REQUIREMENTS.

1. *Effective in September, 1930 and 1931*.—Of the fifteen units presented for admission at least 10 units must be selected from the list given below (cf 2, d) and must be of satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history.

2. *Effective in September, 1932*.—Of the fifteen units that can be presented for admission in 1932, 10 must be selected as heretofore from the list given below (cf 2, d), but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the five additional units may as heretofore consist of any work which the high school will accept as meeting its graduation requirements.



3. *Effective in September, 1933, and thereafter.*—Of the fifteen units presented for admission in 1933, and thereafter, 12 must be selected from the list given below (cf 2, d) and must include the 6 units listed below as “Prescribed,” and 6 units from those listed as “Limited Electives”: the other 3 units may be “Free Electives.”

*Prescribed* (6 units beginning in September, 1932.)

English . . . . .	3 units	
United States History . . . . .	1 unit	
Mathematics . . . . .	1 unit	
Science . . . . .	1 unit	Total 6 units

*Limited Electives* (4 units in 1932; 6 units in 1933 and thereafter)

To be selected from the following:

English . . . . .	1 unit	
Foreign language . . . . .	2, 3, or 4 units	
History and Social Science . . . . .	1 or 2 units	
Mathematics . . . . .	1 or 2 units	
Science . . . . .	1 or 2 units	
Fine and Practical Arts . . . . .	1 unit	
Commercial subjects . . . . .	1 unit	Total 6 units

(Typewriting not accepted without stenography.)

*Free Electives* (5 units in 1932); 3 units in 1933 and thereafter)

These units of “Free Electives” may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by *certification by the high school or by examination by the normal school.*

1. *Certification.*—Credit by certification may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school.<sup>1</sup> To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1930, 1931, 1932, 10 units; in 1933 and thereafter, 12 units.<sup>2</sup>

2. *Examination.*—(a) Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

(b) Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the five additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

(c) It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of secondary school.

(d) Examinations for this purpose will be offered by the Normal School in the following subjects:

#### *Social Studies*

Community Civics . . . . .	$\frac{1}{2}$ or 1 unit
History to about 1700 . . . . .	1 unit
European History since 1700. . . . .	1 unit
Economics . . . . .	$\frac{1}{2}$ unit
Problems of Democracy . . . . .	$\frac{1}{2}$ or 1 unit

<sup>1</sup> The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

<sup>2</sup> Certification will be based on marks for each year rather than on the last year for which such credit is claimed.

Ancient History . . . . .	1 unit
English History . . . . .	1 unit
Medieval and Modern History . . . . .	1 unit

*Science*

General Science . . . . .	$\frac{1}{2}$ or 1 unit
Biology or botany or zoology . . . . .	$\frac{1}{2}$ or 1 unit
Chemistry . . . . .	1 unit
Physics . . . . .	1 unit
Physical Geography . . . . .	$\frac{1}{2}$ or 1 unit
Physiology and Hygiene. . . . .	$\frac{1}{2}$ or 1 unit

*Foreign Language*

Latin . . . . .	2, 3, or 4 units
French . . . . .	2 or 3 units
Spanish . . . . .	2 units
German . . . . .	2 or 3 units

*Mathematics*

Algebra . . . . .	1 unit
Arithmetic . . . . .	1 unit
Geometry . . . . .	1 unit
College Review Mathematics . . . . .	1 unit

*Commercial Subjects*

Stenography (including typewriting) . . . . .	1 or 2 units
Bookkeeping . . . . .	1 unit
Commercial Geography . . . . .	$\frac{1}{2}$ or 1 unit
Commercial Law . . . . .	$\frac{1}{2}$ unit

*Fine and Practical Arts*

Home Economics . . . . .	1 or 2 units
Manual Training* . . . . .	1 unit
Drawing . . . . .	$\frac{1}{2}$ or 1 unit
Music. . . . .	1 unit

\*To be accepted for admission to the Practical Arts course at Fitchburg and the Massachusetts School of Art only.

**SCHEDULE OF ADMISSION EXAMINATIONS****JUNE 4 AND SEPTEMBER 14, 1931**

8.15 — 8.30.	Registration
8.30 — 10.30.	English
10.30 — 12.30.	Latin, Commercial Subjects
1.30 — 4.30.	Social Studies

**JUNE 5 AND SEPTEMBER 15, 1931**

8.15 — 8.30.	Registration
8.30 — 10.30.	Mathematics
10.30 — 12.30.	German, French, Spanish
1.30 — 4.00.	Sciences
3.30 — 5.00.	Fine and Practical Arts

**TIMES OF ADMISSION**

New classes will be admitted only at the beginning of the first quarter in September, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves for duty at that time.





STATE NORMAL TRAINING SCHOOL



## TUITION AND EXPENSES

Tuition and the use of the library are free to residents of Massachusetts. All students are expected to purchase certain books for use in classes, which will become the foundation for a professional library of their own.

Students from other states than Massachusetts, attending normal schools supported by the state, are required to pay at the beginning of each half-year session the sum of \$50.00 for tuition, except that in the Massachusetts School of Art the sum paid at the beginning of each session by each student from another state will be \$75.00 for each half-year.

For cost of board, see "Dickinson Hall," page 11.

All students are charged an incidental fee of \$10.00 a year, payable before October 1.

## STATE AID

To assist those students who find it difficult to meet the expense of the course, a small pecuniary aid is furnished by the State in varying sums. Aid is not furnished to residents of Westfield, nor to students whose scholarship is unsatisfactory. Aid is not available to students during their first half-year of attendance.

## CURRICULUM

### Elementary Course—Three Years

Designed primarily for students preparing to teach in the first six grades of the elementary schools or in rural schools of all grades.

	Semester Hours		
	I	II	III
I. Education			
A. Theory:			
1. Introduction to education . . . . .	2	—	—
2. Elementary educational psychology . . . . .	2	—	—
3. Advanced educational psychology . . . . .	—	3	—
4. History and principles of education . . . . .	—	—	1.5
B. Practice:			
5. Principles of teaching . . . . .	2	—	—
6. Observation and participation . . . . .	1.5	1.5	—
7. School management . . . . .	—	1.5	1.5
8. Practice teaching . . . . .	—	7.5	7.5
II. English:			
1. Oral English . . . . .	2	—	1.5
2. Written English . . . . .	2	—	2
3. Reading and story telling . . . . .	—	2	—
4. Grammar and spelling . . . . .	—	—	1.5
5. Penmanship . . . . .	.5	—	—
6. Literature . . . . .	—	3.5	3.5
7. Library instruction . . . . .	1	—	—
III. Geography:			
1. The United States and its neighbors . . . . .	3	—	—
2. The United States and the world . . . . .	—	2	—
IV. History and other social studies:			
1. European History . . . . .	2	—	—
2. American history and civics . . . . .	—	3.5	1
3. Institutional history . . . . .	—	—	2
V. Science:			
1. Natural science . . . . .	3	—	3
VI. Arithmetic:			
1. Arithmetic for primary grades <sup>1</sup> . . . . .	4	—	—
2. Arithmetic for intermediate grades . . . . .	—	2	—
3. Social-economic arithmetic . . . . .	—	—	2
VII. Fine and practical arts:			
1. Fine arts . . . . .	1	—	—
2. Art appreciation . . . . .	—	1.75	—
3. Applied art . . . . .	—	—	2.25
4. Music . . . . .	3	3	3
VIII. Physical Education:			
1. Gymnastics . . . . .	2	1.5	1.5
2. Health education . . . . .	2	—	—
3. Theory of physical education . . . . .	—	—	1.5
4. School Hygiene . . . . .	—	—	1.5
	33.	34.25	35.25

## Courses of Study

### I. EDUCATION

#### A. Theory

1. *Introduction to Education*: First year, 2 semester hours. A survey of the field of education with particular reference to the elementary school. The service, training, and characteristics of teachers; fundamental conceptions of the learning process; and the principles and practices underlying the professional education of teachers.

2. *Elementary Educational Psychology*: First year, 2 semester hours. A first course in the specific study of the behaviour of children; the process of learning, physiological and psychological; fundamental conceptions of learning and behavior; instinctive behavior and its significance.

3. *Advanced Educational Psychology*: Second year, 3 semester hours. A continuation of *Education 2*. The laws underlying learning and habit formation; specific unlearned elements of significance in teaching; emotional behavior and its relation to teaching; individual differences; thinking and its control and stimulation.

4. *History and Principles of Education*: Third year, 1½ semester hours. A survey of the educational movements that have had special significance with reference to American education; special consideration of the contributions from Massachusetts and New England; the principles underlying modern progress in education.

#### B. Practice

5. *Principles of Teaching*: First year, 2 semester hours. A course designed to emphasize separately the technics and processes of classroom teaching.

6. *Observation and Participation*: First and second years, 3 semester hours. A laboratory course, with an increasing amount of participation in classroom activities, which parallels *Education 5* in content, and which enables the student to examine separately the processes of teaching children, from the intensive study of classroom conditions to the development of pupil attitudes.

7. *School Management*: Second and third years, 3 semester hours. A course paralleling *Education 8* and designed to consider the problems of program making, classroom routine, rural school technics, relations with school officials, parents, and others, and the bearing of school laws and legislation upon the work of the teacher.

8. *Practice Teaching*: Second and third years, 15 semester hours. A laboratory course, with increasing responsibilities, and with experiences upon different class levels, which occupies three-quarters of the time of a student for two terms of nine weeks each. One week in each term is spent in one of the two rural schools.

### II. ENGLISH

1. *Oral English*: First and third years, 3½ semester hours. This course places emphasis upon the ability to appear before a group and to speak with voice modulation and bodily control. Oral composition is stressed and personal difficulties corrected.

2. *Written English*: First and third years, 4 semester hours. Practice is given in the principles governing written expression, and exercises are selected on a professional basis. Students are required to prepare and submit original materials which exemplify the principles under consideration.

3. *Reading and Story Telling*: Second year, 2 semester hours. A basic course in the teaching of silent and oral reading. There is a large amount of observation of the process in the training school, and students are afforded opportunities for practice with small groups of children. A portion of the course is devoted to the selection of stories and folk tales and their use with school pupils.

4. *Grammar and Spelling*: Third year, 1½ semester hours. A course designed to present to the student of teaching the accepted ways of presenting the subject matter and the handling of the materials of grammar and spelling in the ele-

mentary school curriculum. Observation of this work is made in the training school. Some time is devoted to the use of measurement in diagnostic and remedial work.

5. *Penmanship*: First year,  $\frac{1}{2}$  semester hour. A course planned to correct the difficulties of the student in writing, both with pen and on the blackboard, together with modern methods of dealing with children, such as arm movement, manuscript writing, left-handedness, and correction of difficulties.

6. *Literature*: Second and third years, 7 semester hours. A fundamental course in the literature of the elementary school, including the background of historical development, sources and types, appreciation, and use. National literatures as they are expressed in schools, the tendencies of modern development, and the significance of present practices are emphasized.

7. *Library Instruction*: First year, 1 semester hour. A course designed to acquaint the student with library technics, and to emphasize the means of using reference materials in classrooms; the conduct and care of the school library.

### III. GEOGRAPHY

1. *The United States and its Neighbors*: First year, 3 semester hours. An intensive professionalized study of the geographical relationships of the American continents, with special reference to economic and social relationships and barriers among the various parts.

2. *The United States and the World*: Second year, 2 semester hours. An extensive study of world geographical relationships, with particular reference to trade routes, racial and social likenesses and differences, inter-communication, and physiographic aids and barriers to relationships with the United States.

### IV. HISTORY AND OTHER SOCIAL STUDIES

1. *European History*: First year, 2 semester hours. A survey of European governments and institutions from the dawn of civilization to the beginnings of European conquest and settlement in America. Special emphasis is laid upon those movements and trends which had large influence in the later development of the Americas, together with their significance in class teaching.

2. *American History and Civics*: Second and third years,  $4\frac{1}{2}$  semester hours. An intensive study of the conditions and events resulting in the development and organization of the United States of America; the progress of that organization, the solution of the problems of territorial economic expansion, and the gradually increasing problems of international significance. Special emphasis is laid upon the treatment of these matters with school pupils.

3. *Institutional History*: Third year, 2 semester hours. A course designed to emphasize the development and significance of the institutions and ideals of the American democracy, with particular reference to the development of activities with children of school age, and the influence of these factors on forms of American education.

### V. SCIENCE

1. *Natural Science*: First and third years, 6 semester hours. An intensive course designed to give the student a broad understanding of the basic principles of geology and biology as they relate to a correlation of geography and nature study. A study of local geology, including the formation of local strata, lakes, rivers, plains, mountains, and other formations is followed by a professionalized study of materials and procedures for making children acquainted with the life about them, particularly fish, insects, trees, and flowers.

### VI. ARITHMETIC

1. *Arithmetic for Primary Grades*: First year, 4 semester hours. A professionalized course dealing with the development of number concepts and the teaching of children of the primary grades the fundamental number combinations and skills.

2. *Arithmetic for Intermediate Grades*: Second year, 2 semester hours. A continuation of *Arithmetic 1*, dealing with the mathematical teaching in the intermediate grades.



3. *Social-Economic Arithmetic*: Third year, 2 semester hours. This course is designed to broaden the horizon of the student in the application of arithmetic processes and procedures. Many elements necessary in the professional and social life of the teacher, such as checking, notes, banking and investments, are considered.

## VII. FINE AND PRACTICAL ARTS

1. *Fine Arts*: First year, 1 semester hour. Review and teaching of subject matter including design, color and representation, and picture study. The work covers terminology, principles of fine arts, technique, handling of the materials, and the like.

2. *Art Appreciation*: Second year, 1½ semester hours. A continuation of *Fine and Practical Arts 1* with emphasis on presentation of art in the elementary school grades, and upon the development of blackboard work.

3. *Applied Art*: Third year, 2½ semester hours. Application of the principles of color and design to handwork. Particular emphasis is placed upon materials and methods for group instruction and individual work in posters, woodwork, and related activities.

4. *Music*: First, second, and third years, 9 semester hours. A thorough study of the subject matter required for teaching in the grades of the elementary schools; drill in sight reading and songs; ear training; a study of musical interpretation and appreciation; presentation and interpretation of rote songs suitable for primary grades; chorus practice; and practice teaching before the class of students of subject matter suitable for the grades.

## VIII. PHYSICAL EDUCATION

1. *Gymnastics*: First, second, and third years, 5 semester hours. A practice continued throughout the entire three years with the exception of the terms of practice teaching, devoted to the practical learning of the skills and rules of various games, plays, school activities, and forms of recreational leadership. Opportunity is given for instruction of pupils in the training school as well as for personal development.

2. *Health Education*: First year, 2 semester hours. A consideration of the fundamentals of personal health and of the means of dealing with children according to modern health practices. Intensive study is made of health activities and of the materials available.

3. *Theory of Physical Education*: Second year, 1½ semester hours. A professionalized course designed to acquaint students with the background of present day theory of physical education and of the means and materials available for the use of classroom teachers.

4. *School Hygiene*: Third year, 1½ semester hours. A course designed to present the principles of hygienic school practices and of the maintenance of healthy schoolroom conditions. Specific attention is given to problems confronting young teachers in isolated or semi-isolated situations.

## RECREATIONAL ACTIVITIES

Every effort is made to have students partake of the recreational activities of the school. In addition to school sports such as field hockey, tennis, basket ball, volley ball, base ball, and other games, students also form and maintain clubs for special purposes. Among these are the glee club, mandolin club, art and camera club, and the literary societies. Every student is encouraged to identify herself with one or more of these activities.

## DISCIPLINE

Whoever aspires to the responsible office of teacher should habitually practice self-control. This doctrine furnishes the key to the disciplinary policy of the school. Students are treated with confidence and to a large extent the government of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that to follow the best ideals will be easy and natural.

Regular attendance, good behavior, and loyalty to the best interests of the school are necessary to successful work, and are expected of all.







DICKINSON HALL

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the Principal, with an appeal to the Commissioner of Education.

## DICKINSON HALL

**Mrs. Elizabeth O. Loker, Matron**

Dickinson Hall is the name given the normal school dormitory, which was used for the first time in September, 1903. It is in charge of the Principal, and is a commodious, well-lighted school home, with accommodations for seventy-five students. Rooms will be assigned once each year, two students occupying a suite of three rooms. Whenever possible, students should indicate their choice of roommate.

Students regularly attending the normal school may, to the extent of available accommodations, reside in the dormitory and receive board, lodging, and a fixed allowance of laundry for the sum of \$325 for each school year, payable as follows: at the opening of school, \$100; December 1, \$75; February 1, \$75; April 1, \$75.

Students residing in the dormitory during the Christmas, Winter, and Spring vacations shall pay in addition to the above amounts, at the rate of \$9 per week.

For absence of one week or less, no rebate shall be made to students. For absence for all times in excess of one week, a rebate at the rate of \$6.50 per week may be granted if the room is reserved; otherwise a rebate of \$7.50 per week may be granted.

Guests may be temporarily accommodated in the dormitory at the discretion of the Principal upon the payment of \$3 per day, or at the rate of 40 cents for breakfast, 60 cents for dinner, 50 cents for supper, and \$1.50 for a single room.

Each boarder is required to bring towels, napkins, a napkin ring, three pillow slips, four sheets, blankets, and a bedspread for three-quarters bed (54 inches by 90 inches) and two clothes-bags. The school does not provide curtains, or bureau covers. Rugs are furnished by the school.

All articles sent to the laundry must be distinctly marked with the owner's name. Initials will not answer.

Students who do not live in Westfield and who do not return to their homes daily are expected to board at Dickinson Hall. All other students who wish to board with relatives or to work for their board in private families must first secure the permission of the Principal.

## EMPLOYMENT OF GRADUATES

In the interest of graduates of this school who desire to secure better positions and of school committees and superintendents who are seeking teachers, the Principal requests that graduates will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be of service alike to employers and employed.

**It should be distinctly understood that the Principal guarantees no positions, and declines to recommend any teacher whom he does not personally know to be successful.** In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

As complete a record as possible of all future graduates will be kept, showing their scholarship, training, experience before entering the normal school, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

## STUDENTS

Graduates, Class of 1929  
GENERAL TWO YEARS COURSE

Auld, Iris M. ....	Springfield
Baker, Doris L. ....	Mittineague
Barber, Carolyn L. ....	Pittsfield
Barber, A. Gladys. ....	Pittsfield
*Barry, Kathleen E. ....	Springfield
Bitensky, Janet. ....	Pittsfield
Blake, Mary A. ....	Chicopee Falls
Boyle, Amy J. ....	Westfield
Brady, Julia E. ....	Westfield
Brearley, Phyllis M. ....	Springfield
Browne, Marguerite R. ....	Westfield
Burati, Florence A. ....	Springfield
Burke, Edna M. ....	Woronoco
Burke, Eileen M. ....	Westfield
Carlson, Elsie E. ....	Westfield
Carman, Jean C. ....	Springfield
Carrigan, Anne C. ....	Springfield
Cassidy, Ruth M. ....	Springfield
Chalian, Gladys M. ....	Springfield
Clark, Louise C. ....	Cummington
Cohen, Sarah. ....	New Boston
Connery, Mary T. ....	Springfield
Connor, Dorothy E. ....	Easthampton
Connor, Jean S. ....	Westfield
Coughlin, Ursula, I. ....	Lee
Coyle, Marguerite A. ....	Springfield
Cuff, Mary S. ....	Millers Falls
Cyran, Victoria K. ....	Chicopee Falls
Dunn, Agnes M. ....	Great Barrington
Ferriter, Louise A. ....	Westfield
Finnerty, Mary E. ....	Palmer
Fitzgerald, Gertrude E. ....	Willimansett
Flavin, Alice F. ....	Springfield
Gaffney, Alice C. ....	West Springfield
Galpin, Catherine L. ....	Southwick
Gillett, Eleanor F. ....	Pittsfield
Gilmartin, Rose J. ....	Chicopee Falls
Harland, Grace J. ....	Chicopee Falls
Henderson, Helen M. ....	Springfield
Holmes, Mary F. ....	Feeding Hills
Holt, Mabel F. ....	Springfield
Howard, Ione C. ....	Pittsfield
Januszewski, Helen. ....	Springfield
Kavanagh, Mary A. ....	Indian Orchard
Kavanaugh, Margaret L. ....	Springfield
Kennedy, Mary A. ....	Springfield
Killeen, Rose M. ....	Pittsfield
Kosiba, Nellie. ....	Chicopee
LaBroad, Josephine L. ....	Palmer
Long, Dorothy M. ....	Westfield
Lusk, Marian E. ....	Westfield
Lynch, Vera M. ....	Holyoke
MacBrián, Edith P. ....	Westfield
MacDougall, Thelma M. ....	Chicopee Falls



McGuire, Frances	Springfield
McIntire, Katherine L.	Mittineague
Mahan, M. Elizabeth	Longmeadow
Maher, Catherine L.	Westfield
Marciniec, Mary A.	Three Rivers
Marciniec, Wanda G.	Three Rivers
Martin, Ruth P.	Pittsfield
Menzel, Charlotte C.	Springfield
Mills, Barbara I.	Fairview
Morytko, Cecilia C.	Westfield
Mueller, Anna	Holyoke
Mullen, Eleanor M.	Becket
Noble, Irene E.	Westfield
Norton, Edith M.	Springfield
Odabashian, Ida G.	Holyoke
O'Masta, Elizabeth	Westfield
Paige, Laurretta A.	Springfield
Pecoraro, Esther M.	Springfield
Rathbun, Gertrude A.	Stockbridge
Renaud, Avilina B.	Ludlow
Roseman, Naomi N.	Springfield
Rosoff, Mary	Westfield
Ross, Lorraine M.	Fairview
Sarad, Helen M.	Ludlow
Schultz, Wanda M.	Westfield
Schulze, Elizabeth D.	Becket
Sears, Madeline R.	Belchertown
Shea, Dorothy E.	Holyoke
Shea, Mary N.	Springfield
Sitnik, Hermina M. R.	Chicopee
Smart, Elsie B.	Fall River
Snyder, Olga I.	Westfield
Sotirion, Katherine	Chicopee
Stahelski, Alice D.	Westfield
Stedman, Doris E.	Agawam
Stone, Nellie F.	Orange
Suk, Victoria K.	West Springfield
Sullivan, Kathleen D.	Westfield
Tait, Margaret H.	Southbridge
Wall, Adelaide E.	Westfield
Walsh, Margaret H.	Holyoke
Walsh, Mary M.	Holyoke
Wyman, Mae E.	Westfield

### Elementary Course, Three Years

#### SENIORS

Agan, Marian A.	Westfield
Balick, Josephine	Westfield
Bartlett, Esther M.	Westfield
Brennan, Jane C.	Ludlow
Carmel, Rita M.	Holyoke
Childs, Marion	Huntington
Clark, Martha I.	Dalton
Cone, Adell M.	North Wilbraham
Corcoran, Doris E.	Springfield
Crean, Mary E.	Westfield
Donahue, Catherine P.	Huntington
Field, Ruth	Sheffield
Foley, Katherine I.	Springfield
Hanbury, Gwendolyn R.	Westfield

Hayes, Margaret T.	Springfield
Hoff, Irene J.	Holyoke
Johnson, Edna E.	Southampton
Kasewurm, Lydia A.	Westfield
Kerr, Janice E.	Medford
Kingsley, Alice C.	Westfield
Knox, Grace	Huntington
Kuczynski, Mary K.	Westfield
Labrovitz, Helen	Springfield
Linehan, Mary R.	Westfield
Lownds, Florence	Southwick
McDonald, Elizabeth	Willimansett
McGowan, Clarice E.	Holyoke
Mallory, Virginia I.	Westfield
Mihalek, Rose M.	Westfield
Miller, Dorothy T.	Holyoke
Mitchell, Corinne W.	Medford
Morgan, Gwendolyn E.	Springfield
Olesak, Ethel	Westfield
Ominsky, Rose	Holyoke
Pattison, Elizabeth M.	Springfield
Pillsbury, Vera G.	Mittineague
Pomeroy, Marian A.	Huntington
Provost, Jeanie A.	Westfield
Rhoades, Olive	Williamsburg
Saunders, Ariel P.	Holyoke
Shea, Ellen M.	Springfield
Smith, Bessie E.	Springfield
Smith, Florence A.	Westfield
Sullivan, Elizabeth E.	Holyoke
Taber, Evalena M.	Westfield
Thompson, Ruth F.	Holyoke
Valentine, Jean M.	Holyoke
Werner, Katherine G.	Lenox

## JUNIORS

Bagg, Thelma E.	South Hadley
Bahleda, Helen V.	Westfield
Bergman, Anna E.	Westfield
Boyce, Kathleen A.	Westfield
Cady, Gertrude L.	Woronoco
Devine, Helen M.	Westfield
Donald, Annie E.	Westfield
Eames, Helen R.	Mittineague
Foley, Elizabeth F.	Springfield
Gilligan, Anna M.	Sheffield
Hadley, Etta L.	Springfield
Hansen, Dorothy E.	Westfield
Hartwell, Charlotte	West Springfield
Hawley, Martha E.	Pittsfield
Houlihan, Elizabeth P.	Springfield
Johnston, Esther M.	Holyoke
Keenan, Margaret M.	Springfield
La Rose, Helen B.	Springfield
Lee, Mary E.	Westfield
Lesniak, Jennie B.	Westfield
Linehan, Frances L.	Westfield
Lippe, Helen E.	Westfield
Lucia, Julia M.	Westfield
Manning, Mae G.	Westfield

Moody, Ruth A. ....	Springfield
Moulton, Natalie E. ....	Springfield
Noonan, Margaret M. ....	West Springfield
O'Connor, Agnes. ....	Mittineague
Pomeroy, Myrtle L. ....	West Springfield
Rose, Frances G. ....	Springfield
Schwaber, Emma B. ....	Westfield
Shurtleff, Jean B. ....	Southwick
Smith, Mabel L. ....	West Farms, Northampton
Taylor, Leila M. ....	Westfield
Terwilliger, Esther A. ....	Westfield
Unterdorfel, Della M. ....	Holyoke
Whelan, Doris K. ....	Springfield
Wilson, Ada J. ....	Westfield

## FRESHMEN

Benedict, Gladys M. ....	Springfield
Boyer, Mary G. ....	Westfield
Brick, Anna F. ....	Westfield
Bronner, Lorraine C. ....	West Springfield
Bryan, Elizabeth A. ....	Westfield
Carmel, Alice M. ....	Holyoke
Chevalier, Marie A. ....	Springfield
Coffey, Alice C. ....	Westfield
Dill, Mary E. ....	Westfield
Dineen, Alice C. ....	Westfield
Falvey, Marjorie E. ....	Longmeadow
Fleming, Marjorie L. ....	Willimansett
Fournier, Mary J. ....	Russell
Gajda, Albina G. ....	Chicopee
Grotkowska, Phyllis ....	Chicopee
Hagan, M. Louise R. ....	Westfield
Hartt, Margaret B. ....	Springfield
Herman, Gertrude. ....	Pittsfield
Jones, Helen E. ....	Westfield
Kiesznowski, Wanda B. ....	Westfield
Knickerbocker, Alice G. ....	Dalton
Langworthy, Elizabeth M. ....	West Springfield
Leary, Margaret M. ....	Holyoke
Lynch, Marion T. ....	Springfield
McDonald, Frances. ....	Westfield
Mahan, Eileen F. ....	Longmeadow
Malerba, Desolina. ....	West Springfield
Meadon, Thelma. ....	Westfield
Mitchell, Margaret. ....	Springfield
Monahan, Josephine T. ....	Westfield
Paier, Mary. ....	West Springfield
Pearson, Gerda V. ....	Westfield
Phelps, Mary S. ....	Southwick
Plouf, Lepha C. ....	Blandford
Przanoski, Anna N. ....	Westfield
Rising, Mary E. ....	Mundale
Schenna, Helen E. R. ....	Westfield
Wyman, Elizabeth A. ....	Westfield
Zajchowska, Julia. ....	Chicopee
Zukowski, Adella H. ....	Chicopee







